



# North London Grammar School

## Accessibility Plan

<b>Date last reviewed</b>	September 2022
<b>Reviewed by</b>	Mr. Akbas, Business Manager
<b>Approved by</b>	Mr. Adak, Headteacher
<b>Next review due by</b>	September 2025



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This plan was created in compliance with the requirements of the SEN and Disability Act of 2001, which was revised by the Equality Act of 2010. (SENDA). It is based on the advice provided in the DfE publication "Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils."

## 1. AIMS

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- Regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs, North London Grammar School is dedicated to creating a fully accessible environment that values and includes all students, staff, parents, and visitors.
- We aim to offer opportunity for every child to learn and grow.
- We also aim to achieve excellence in standards of education & skill for all children in order to unleash potential in people and help them make the most of themselves.
- The School intends, over time, to expand the accessibility of services for all students, staff, and visitors to the school.
- We are committed to challenging negative attitudes regarding disability and accessibility and to building a culture of understanding, respect, and inclusion.

## 2. PURPOSE OF PLAN

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- This plan's goal is to demonstrate how our educational environment plans to gradually improve accessibility and eventually ensure complete accessibility to the built environment, the curriculum, and written materials to enable all young people with disabilities to fully benefit from their education and associated opportunities.
- Additionally, it will address reasonable adjustments and strategies to prevent discrimination against protected characteristics as defined by the Equalities Act of 2010.

## 3. VALUES, PRINCIPLES AND STANDARDS

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**The Accessibility Plan will contain relevant actions to:**

- Enhance access to the school's **physical setting** by establishing specialised facilities when needed. This includes enhancing the school's physical setting and providing students with practical tools to access education.
- In order to ensure that students with disabilities are as equipped for life as students with able bodies, the **curriculum** should be expanded to increase access for students with disabilities; (If a school fails to do this they are in breach of the DDA). This includes instruction and learning as well as the school's overall curriculum, which may include extracurricular club membership,



involvement in leisure and cultural activities, or school visits. Additionally, it encompasses the provision of specialised tools and resources that may help these pupils access the curriculum.

- Increasing the accessibility of **written information** for visitors with disabilities as well as students, staff, and parents. Handouts, schedules, textbooks, and details on the school and its events are a few examples. Within a reasonable amount of time, the material should be made available in the many chosen formats.
- We agree that continual education and training about disability discrimination and the need to change attitudes are necessary for staff members and governors.
- The PE programme for students with physical disabilities, for instance, presents unique obstacles. The curriculum is examined in light of the student's needs, and when necessary, outside expert counsel is consulted to make accommodations for the student's needs.

The accessibility plan should be studied in conjunction with the other documents that address topics like:

- Curriculum;
- Equality Policy;
- Health & Safety;
- Behaviour;
- School Improvement Plan;
- Teaching and Learning

#### **4. OBJECTIVES**

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**The objectives of this Policy are to:**

- Create action plans that address the important areas of accessibility.
- Every three years, these plans will be examined and modified.

#### **5. COMMUNICATION OF THIS POLICY**

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We will actively work to spread awareness of this Policy's guiding principles among all children, parents, teachers, governors, colleagues, stakeholders, contractors, and guests at the school.

On the school website, the accessibility plan will be published.



## **6. RESPONSIBILITIES AND ACCOUNTABILITIES**

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### **6.1 The Governors are responsible for:**

- Ensuring the implementation of this policy;
- Supplying the guidance, inspiration, and resources required to make this policy followable; and
- Assessing whether this policy is working.

### **6.2 The Headteacher is responsible for:**

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- Ensuring that the policy is in place and that the proper staff members are managing it on a daily basis.

### **6.3 The School Business Manager is responsible for:**

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- Presenting draft reports and strategies to the Senior Leadership Team and Governors.
- Ensuring that actions and planning revolve around the Plan.

### **6.4 All staff are responsible for:**

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- Adhering to and upholding the aforementioned goals, values, principles, and standards.